



# KINGSWOOD HIGH SCHOOL

## MULTICULTURAL EDUCATION POLICY

### **RATIONALE:**

Multicultural Education is a combination of policies, programs and practices directed at ensuring that all schools recognise and accept the multicultural nature of Australian society and take positive steps to provide educational opportunities which will promote national unity through a deeper understanding of the cultural pluralism of our people. (Multicultural Education Policy Statement, NSW Department of School Education 1983).

Multiculturalism is most powerful when public policy is complemented by individuals who adopt it as a social value. As such, multiculturalism exerts a strong mediating influence on the personal attitudes that guide behaviour and decision making.

(Multicultural Education Plan 1993 - 1997 Department of School Education 1992)

Kingswood High School is a multicultural school which recognises that its school community is enriched and enhanced by the diverse cultures of its students.

Multicultural education provides learning experiences that will develop intercultural respect and harmony within the school community through an increased understanding of the attributes, beliefs and values related to multiculturalism. Australia has been multicultural in nature throughout its history, both before and after European colonisation. All students should be exposed to multicultural perspectives in all curriculum areas.

### **OUR SCHOOL COMMUNITY:**

At present, over two hundred students have been identified as having non-english speaking backgrounds. Over twenty cultural groups are represented in our school population. The larger groups are our Anglo-Saxon, Croation, Greek, Indian (Tamil, Punjabi and Hindi), Italian, Maltese and Philippino students. Smaller groups include our Aboriginal, Afghan, Bosnian, Dutch, Egyptian, El Salvadorian, Fijian, French, German, Lebanese, Polish, Samoan, Spanish, Sri Lankan, Tongan and Vietnamese students.

### **AIMS:**

- \* To foster attitudes that will lead to a tolerant and cohesive school.
- \* To develop respect for others and an understanding of their cultural background.
- \* To foster positive interaction and communication between different cultural groups.
- \* To foster a climate where all students will feel an enhanced sense of personal worth.

- \* To develop an appreciation of Australia's multicultural heritage within the school community.
- \* To develop an awareness that students of all cultural backgrounds can contribute talents and skills to our school.
- \* To create an environment where different ethnic groups can successfully co-exist and co-operate at our school.

It is the responsibility of all members of our school to provide educational experiences that will achieve the above aims and to ensure that multicultural perspectives are reflected in programs, policies and practices.

### **OUR SCHOOL CAN:**

- \* Encourage participation in student overseas exchange programs - e.g. short term exchange.
- \* Hold an International Festival Day - food, dancing, music displays, community groups presentations.
- \* Arrange an exchange visit with a school with a high N.E.S.B. student population and with exemplary multicultural programs.
- \* Encourage teacher exchange as part of the program.
- \* C.L.O. phone call or letter in the appropriate language to parents of all new enrolments to welcome them to the school.
- \* Add E.S.L. support teacher to enrolment and leaving procedures sheet.
- \* Investigate need for interpreter services for Parent Bulletins, Parent Meetings, Parent/Teacher Evenings.
- \* Investigate ways of welcoming new students to the school e.g. new student disco, follow up to enrolment procedures.
- \* Update copies of The School Book -currently being developed by Region in different languages. To be made available to N.E.S.B. families by E.S.L. teacher.
- \* Publish an updated list of Multicultural Resources held in the Library and by the E.S.L. teacher.
- \* Develop a handbook for use by all teachers which includes advice about teaching strategies appropriate to the needs of N.E.S.B. students in mainstream classes.
- \* Discuss strategies and procedures for supporting all newly enrolled students at welfare meetings.
- \* Investigate the use of volunteer parents/community members in classroom to give extra opportunities for social interaction that encourages language development.

- \* Form a student committee to edit an annual multicultural magazine.
- \* Encourage staff use of Prejudice Project Kit currently held in Library.
- \* Organise guest speakers to address students, staff and P & C about multicultural issues.
- \* Provide positive role models for N.E.S.B. students.
- \* Ensure school administrative practices are understood by the full school community.
- \* Include multicultural activities in the school's Education Week or have International Festival during Education Week.
- \* Recognise that different cultural expectations of various ethnic groups towards certain school activities (e.g. sport, excursions) may require negotiation, explanation and variation.

#### **FACULTIES/GROUPS CAN:**

- \* Review existing resources and programs to eliminate cultural bias, stereotyping and prejudice.
- \* Invite the E.S.L. teacher to faculty meetings to discuss appropriate teaching strategies.
- \* Evaluate teaching programs in terms of the Multicultural Education Policy.
- \* Develop a faculty-based policy on Multiculturalism.
- \* Invite guest speakers from different cultural backgrounds to classroom lessons.
- \* Invite 'role model' speakers to the classroom e.g. successful women from a variety of cultural backgrounds.
- \* Invite exchange students to the classroom - to give a perspective on different cultural groups.
- \* Library research - e.g: research a poet/writer/song writer with a different cultural background
  - research a scientific discovery made by a migrant to Australia - research on a business started by a migrant.

## **TEACHERS CAN:**

- \* Encourage N.E.S.B. students to take on leadership roles within the school - e.g. S.R.C. representation.
- \* Enter N.E.S.B. students' work into Writer of the Term and other competitions.
- \* Ensure that school students' publications - e.g. Kuri - include contributions from N.E.S.B. students.
- \* Organise peer-tutoring experiences within the classroom. Combine N.E.S.B. students with a range of E.S.B. students.
- \* Contribute students' work to Regional Multicultural Magazine.
- \* Encourage N.E.S.B. students to actively participate in class activities. Invite them to contribute their special perspectives on issues and topics.
- \* Collaborate with the E.S.L. teacher in the planning, preparation and presentation of units of work and lessons. Use E.S.L. teacher to evaluate such lessons.
- \* Arrange for team teaching with E.S.L. teacher.
- \* Refer N.E.S.B. students who need extra assistance or diagnosis to E.S.L. teacher.
- \* Find out about students' cultural, educational, linguistic and personal backgrounds.
- \* Insist on tolerant and respectful language and behaviour from all students towards people of other cultures.